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PLANNING CONFERENCE TO EXAMINE THE ROLE OF CLASSICAL STUDIES IN AMERICAN EDUCATION AND TO MAKE RECOMMENDATIONS FOR NEEDED RESEARCH AND DEVELOPMENT.

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THE CURRENT POSITION OF CLASSICAL STUDIES IN AMERICA WAS ASSESSED BY A PLANNING CONFERENCE OF 49 SCHOLARS, REPRESENTING PUBLIC AND PRIVATE SCHOOLS AND INSTITUTIONS FROM ALL SECTIONS OF THE UNITED STATES. IN FOUR PLENARY SESSIONS, FOUR WORKING PAPERS WERE PRESENTED. EACH PAPER DEALT WITH ONE OF THE CONFERENCE OBJECTIVES, WHICH WERE TO (1) REASSESS AND DEFINE THE IMMEDIATE AND LONG-RANGE GOALS FOR LATIN AND GREEK STUDY IN THE U.S. EDUCATIONAL SYSTEM, (2) PREPARE GUIDELINES FOR CURRICULUM REVISION, NECESSARY TO DEVELOP MORE EFFECTIVE COURSES OF STUDY AND BRING ABOUT BETTER ARTICULATION BETWEEN PROGRAMS IN SCHOOL AND COLLEGE, (3) IDENTIFY TEACHING METHODS AND AIDS, AND DETERMINE THEIR PROPER USE AND FUNCTION INSIDE AND OUTSIDE OF THE CLASSROOM, AND (4) EVALUATE PROGRAMS FOR THE EDUCATION OF TEACHERS, AND BRING SUCH PROGRAMS IN LINE WITH MODERN METHODS AND AIMS. PARTICIPANTS WERE DIVIDED INTO FOUR DISCUSSION GROUPS. EACH GROUP CONSIDERED ONLY ONE OF THE FOUR OBJECTIVES AND, AT A FINAL PLENARY SESSION, PRESENTED ITS RECOMMENDATIONS. A 6-MAN STEERING COMMITTEE WAS APPOINTED TO ASSIST IN CARRYING OUT THE RECOMMENDATIONS, WHICH INCLUDED (1) INTERDISCIPLINARY APPROACHES SHOULD BE EMPHASIZED IN TEACHING THE CLASSICS, (2) RESEARCH PROJECTS CONCERNING CURRICULUM DEVELOPMENT SHOULD BE IMPLEMENTED, (3) A COMMITTEE SHOULD BE APPOINTED TO EXPLORE AND EVALUATE VARIOUS METHODS AND MEDIA FOR THE STUDY AND TEACHING OF THE CLASSICS, (4) A PROFICIENCY EXAMINATION SHOULD BE ESTABLISHED FOR THE CERTIFICATION OF LATIN TEACHERS. (JC)

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Cooperative Research Project No. V-005

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BACKGROUND

Since the Classical Investigation of 1924, except for ex partibus and ad hoc attempts, the role of classical studies in the United States has been singularly free from subcutaneous probing. Blessed with a marked proclivity for independence of thought and nonregimentation of action, classical scholars and teachers -- and the two genera are not necessarily identical -- have for many years gone their several and oftimes woeful ways. The result has been a not too surprising lack of uniformity in curricula, methods, and motivations, and an almost alarming agreement that goals, like Plato's Ideas, must exist, if anywhere, in heaven.

It was believed therefore that a conference of selected scholars and teachers, tempered by guests from related disciplines, might conceivably perform a useful educational service by assessing the position of classical studies in America today. The inquiry would cover all levels but, because of their basic importance, would place major emphasis on the secondary school curriculum and the preparation of its teachers.

4. PROBLEMS ON WHICH THE CONFERENCE FOCUSED

A. THE ROLE AND RELEVANCE

OF CLASSICAL EDUCATION TODAY*

Gerald F. Else

Our situation -- our dilemma -- is that the role of the Classics in present-day American life is almost nil, while their relevance is enormous. Both horns of this dilemma are rooted (!) in our history.

In order to define our present position and estimate what could and should be done in the years ahead, we have to categorize at least briefly the functions which the Classics served when they were still vital and central in our tradition (not that this is the whole story, for the context has changed, in fact changed drastically).

In England from the 16th century to the 20th, and in America from the 17th to the late 19th, education centered upon the Greek and Roman classics and mathematics (and, to a much lesser extent, on Hebrew and the Bible). This education was purveyed to a small minority, an elite drawn mainly though never exclusively from nobility and upper classes; it was "aristocratic." More important, however, were the functions it performed. It was a source of (1) political, (2) ethical, and (3) aesthetic training. It was an education for future rulers; it was based on literature, to the partial or total exclusion of the other arts; and its medium of instruction was language. It was an education for public responsibility and private grace; its highest purpose was political and moral.

However, the exclusive focus on language, i.e., on two "dead" languages, as the medium, tended to decline into focus on grammar of a certain kind, namely "normative" grammar: paradigms, rules, and exceptions. Through some quirk of Moira this tendency reached its climax at precisely the time (beginning about 1890; from now on I speak only of the United States) when the nation, in response to imperative needs, broke loose from the exclusive dominance of education by the Classics. The result for the Classics has been twofold:

1. The curriculum shrank to a remnant: in the schools, no Greek and a handful of Latin authors and texts: Caesar, some books of the Gallic War; Cicero, a few orations; Vergil, a few books -- six at most -- of the Aeneid.

*Notation by author: This was not originally intended as a "paper" in the usual sense, but as a written guide to the ideas and points I wanted to make in my oral presentation at Airlie House. I have resisted the temptation to expand it: if the expansion were to do justice to all my thoughts, it would have to be very extensive, and I believe the reader will be better served by this original version. He is welcome to add his own flesh to the bones.

2. The remnant was more than ever dominated by "grammar."

At the same time the relative and, in the last year or two, the absolute number of high school students studying Latin has declined. The result is that the Classics have ceased to perform an over-all educational function. Their role is now brief and marginal; for most of the population, and in most areas of our national life, it is nil.

But this is far from being a full and just appraisal of the total situation, because major changes have taken place both in the society at large and within the walls, in the conception of what "the Classics" are.

The society has changed and is changing, with steadily increasing acceleration, from agrarian to urban, independent to interdependent, individualistic to faceless, rooted to rootless, secure to insecure. More of this in a moment.

"The Classics" have changed also. Altertumswissenschaft invaded us a century and more ago. We no longer mean by the Classics a handful of Latin texts, but the whole intricate web of ancient life, experience, thought from 1500 B.C. to 500 A.D. And we no longer necessarily accept the old simple notions of their meaning. Caesar and Cicero were not simply great heroes; Augustus was not simply the ideal ruler and patron of literature; Plato was a reactionary.

The past looked to antiquity as a repertory of eternally valid models. We see it as diverse and problematical, resisting easy interpretation, populated with turbulent folk who were seldom perfect heroes, offering a paradigm of warning as well as inspiration. And we no longer look at the languages in the same way. The notion that Greek and Latin were perfect languages, more "logical" or more "beautiful" than English, was a naivete; so was the notion (a quite different one, incidentally) that Latin grammar was universal and substantially identical with English grammar. In the past these errors were excusable, sometimes they even led to creative results; but we cannot live with them today.

I am aware that in saying these things I am saying things alien or repugnant to some classicists, especially perhaps some Latin teachers in the schools. The breach between the schools and the universities, the teachers and the scholars, is wider in this country than in most places; communication is sparse and unreliable, and ideas which are common knowledge to the one group are unknown, sometimes frightening, to the other.

Lest I be accused of one-way snobbery, I point out immediately that -- with some brilliant exceptions -- most classical scholars and their assumptions, methods, and procedures are old hat, behind the times, out of touch with characteristically modern ideas in other fields: in comparative literature, literary criticism, linguistics, philosophy, political thought, not to mention psychology or the sciences. This old-fashioned stance protects us from tyranny of fashion and rapid obsolesence of ideas; it also isolates us from the creative and power-wielding centers of our culture. You would be hard put to it to cite an American business enterprise, a political

assembly, a court of law, a government bureau, a pulpit -- or a classroom outside of Classics departments -- where an idea from the classical world is mentioned seriously, much less taken up and developed. In the arts and literature the exceptions are few enough to attract incredulous notice when they appear.

Thus the Classics have ceased to exert any appreciable influence on our national or corporate life. They are of concern to a small fraction of the population in school and college, and to almost no one outside academic walls. The proof is that they are supported by nobody outside the schools and colleges: not by government (this conference is the first exception), and certainly not by the foundations (here ACLS is the honorable exception).

This almost total loss of role in our society can be accounted for, though not excused, by our history. But the nature of the Classics and the development of the society, between them, are now opening up new dimensions of relevance which if not unlimited are at least very large.

It is a truism that every age sees the past differently. Most periods in Western Europe and America since the Renaissance perceived the Classics as a bulwark of the established political, social, intellectual, and aesthetic order ("Classicism"). The most notable exceptions were the American and French Revolutions, where the ancient exempla served as banners of rebellion and (in our case) as models for creative political innovation. That creative influence is a story almost unknown to modern Americans. It ought to be rescued from oblivion, to show us where we came from.

But contemporary needs and opportunities have higher priority. A basically agrarian, aristocratically organized, leisurely and quiet way of life in our past saw the classical world in its own image. Our increasingly industrialized, democratized, nervous and nerve-racking way of life looks abroad and within itself and increasingly finds no self-understanding, no commanding ideals, no sureness of purpose, and no peace. We have lost the awareness of what we are and what we mean. The Great Society, as yet, has no rudder.

A part -- I will not try to estimate how large a part -- of this rudderlessness of American life comes from national loss of contact with the steadying, centering force of the classical tradition. The classical seed is still working in us, above all in the on-going drive for political and social freedom, but as a nation we have lost the clue to its source -- and therefore to its power, its real nature, the conditions under which it must operate. We are subject to the parochial delusion that freedom is an American invention.

There is no use talking about reform or new directions in classical education on the assumption that we are going to regain a major position of influence in American life. We will do well to hold our own; we may even lose ground, in numbers. But reorientation is imperative if we are not to lose ground even more catastrophically, and on the positive side it has the attraction of quite new possibilities.

The classical curriculum in American schools, and to some extent in colleges, is the last decomposition product of the age-old tradition -- a European tradition. An American approach to the Classics as a whole has not been devised. Yet such an approach could begin with one clear advantage: Americans, unlike Europeans, have the privilege of discovering the classical world for themselves. And if such a voyage of discovery leads the traveler not merely to a new and fascinating landscape but to problems substantially identical with his own, situations (not necessarily solutions) that are deeply relevant to his own being as a citizen and an individual, the combination cannot help being exciting -- and educational.

My main thesis in these remarks is that classical history and literature have at least as great educational potential (I would say greater, if I were not being deliberately modest in my claims) for twentieth-century Americans as any other body of material, and that this is in good measure a new state of affairs. If so, we must find new keys to unlock the old magic box.

Part of the opportunity, perhaps ultimately the more important part, rests on the fundamental communities of attitude, stance, situation, between us and the ancients, whose children we are. A larger part, and the more challenging one, lies in the differences. These differences have grown apace in the last generation or two, but without obliterating the communities.

Our past, especially since the Renaissance, characteristically looked to the Classics for unchanging models of attitude, behavior, style. The modern temper has no use for models in that sense. It has learned the lesson of freedom too well. It looks for "models" in quite a different sense: schemata, patterns, diagrams which convey provisionally (the word is important) the structure of an institution, the sequence of a process, the rationale of an idea. It wants to know "how it works" -- and it wants to revise the diagram as it learns more.

Such desires presuppose that the learning is important and will change something. Modern adult America is very unlikely to conceive desires of that nature with respect to antiquity. But the curiosity of young people has a broader range and longer tolerance, and their problems have more felt urgency.

In several areas and from several points of view, antiquity offers unequalled opportunities for model-building in this modern sense:

1. Political. Greece and Rome offer the only large-scale opportunities for observation of republican and/or democratic institutions before our own Republic. Other modern examples, until very recently, are short-lived or very limited in scope, or both: French Revolution (three to five years of republican government, depending on one's criteria); the oligarchic city-states of the Italian Middle Ages and Renaissance; Switzerland; the Netherlands. The classical experience is incorporated in masterly writings by Aristophanes, Thucydides, Plato, Cicero, Caesar, Sallust, to name only a few; also in inscriptions and other kinds of evidence. The point of the study is not an official "solution," since both the Greek and Roman experiments failed, but structures of government, real and feigned, the interactions between men and institutions, the theory and actual texture of political life ("how it worked").

2. Moral. The dilemma of the modern young person, faced on the one hand with official slogans and approved attitudes and on the other with real desires, passions, needs, hopes, is prefigured by the crisis in the Greek spirit at the end of the fifth century B.C. and the beginning of the fourth, as adumbrated in Euripides, Aristophanes, and the sophists and set forth at length by Plato. The distillate of these spiritual battles passed into the Ethics of Aristotle: a "model" of the moral life which has exerted enormous influence on every stage of Western man's development and is still unrivalled as a formulation of basic ethical problems.

3. Aesthetic. We can admire classical visual art but not find it acceptable as a form to express our own intuitions. Classical verbal art -- Homer, Greek lyrics, tragedy, comedy, Plato; or Lucretius, Catullus, Vergil, Horace -- seems less subject to this limitation. Perhaps the reason is that words let through more of the palpitating reality behind the form. On the other hand all the main productions of classical literature -- including the historians -- have a craftsman's finish and aesthetic sophistication which make them especially hard for young Americans to penetrate. Moral and political experience -- in the raw, usually -- lie all around us; aesthetic experience of this degree of rigor and finesse is hardly available in the verbal arts of modern America. It must come at the end of a classical course, but a course newly conceived and oriented.

The fruitful thing about these three areas of potential experience, for a new classical program, is not so much the classical "solution" as embodied in Plato, Aristotle, Cicero, or Vergil, as the "turbulence" (to use William Arrowsmith's word) that lies behind them. The problem is as important as the solution, educationally, and the problem is always more jagged, uneven, puzzling. In this it is more like our time and, in fact, the problems, not the solutions, are the conspicuous and challenging common element between classical times and ours.

The basic selection of classical texts which we have inherited, and the traditional orientation of classical education, emphasized the approved solutions. We in the twentieth century, without losing the solutions from view, have to give greater emphasis to the problems, the "turbulence." This means automatically that we have to draw classical scholarship into increasing partnership in framing and teaching the classical curriculum; for it is scholarship that has defined and tried to solve this problem.

We have, for example, for the Roman Republic and "the way it worked," prime contributions from Lily Ross Taylor (Party Politics in the Age of Caesar)[1] and Ronald Syme (The Roman Revolution);[2] for the moral crisis of the late fifth century, the books of Paul Elmer More (Platonism)[3] and Werner Jaeger (Paideia, Volume II);[4] for the work of Sophocles and Vergil, exempli causa, the books of Cedric Whitman (Sophocles; A Study of Heroic Humanism)[5] and Viktor Poschl (The Art of Vergil).[6]

Several implications emerge from what has been said so far:

1. Something will have to be done to restore the Greek component in the classical tradition to its due place. "Latin" no longer suffices to

See last page of this paper for footnotes 1, 2, 3, 4, 5, and 6.

represent the whole. Historically, Latin was the medium through which the combined classical tradition reached the Western World. As the nearer and easier component, it is the one that has survived -- very partially -- in our schools. But "Latin" by itself is a truncated remnant. It may be impossible to revive Greek (i.e. the Greek language) on a large scale; but Greek ideas, forms, initiatives must be represented integrally in our teaching from junior high school to college (through translation for the most part, I suppose, in default of the real thing).

2. We can no longer afford the old delay of two or three or four -- or six or eight -- years before the student can begin to get at the meat of his study. If he can be equipped and inspired early to get into the texts, to find out what they say and what they mean to him, we shall be over the main hump. Important beginnings have been made on this problem for Latin, but the profession has hardly taken corporate notice of how urgent it is; and nothing has been done for Greek.

3. Since the "turbulence" behind the solutions has been brought home to us chiefly by classical scholarship, not by the conventional textbooks and programs for training teachers, classical scholars will have to give potent support to the making of texts, selections, commentaries, anthologies, translations, etc., and to the training of teachers in summer and year-long institutes.

4. Conversely, teachers will have to revise their conception of their role to embrace a much more "scholarly" involvement in texts and problems. Actually there is no reason why high school teachers, even high school students, cannot make contributions to our thinking about both of these. Such things are happening with increasing frequency in the sciences; in our field, we have not even thought about the possibility.

5. Teachers and scholars may both find themselves in an on-going situation which imposes increasing controls on the direction of their particular interests. For teachers this will presumably mean a direction away from "methods" (after the elementary stage, or even during it) towards "content;" for scholars a direction away from purely personal, idiosyncratic interest toward the common good of the whole enterprise. Such a common focus has been lacking for a very long time.

6. Even the most casual survey of the treasures of classical literature shows that our present selection of high school and college texts needs revision. Why Caesar's Gallic War and not the Civil War? Why the Catilinarians and not the Pro Sexto Roscio, the Pro Caelio, the Pro Milone, the Philippics? Why the first six books of the Aeneid, or a truncated portion of them, and not a broader selection including perhaps books 10 to 12?

The purpose of these remarks is not to suggest a monolithic solution but to point out that nobody in a long time has taken a critical look at our resources and made a new beginning. Our need in the future is not so much to substitute other texts as to make a generous selection of alternate texts and readings available.

Finally, antiquity is not only texts. The ancients themselves were amply aware that one does not educate human beings simply by training their minds; one has to begin with rhythms and motions, attitudes and feelings -- the unconscious side. Here our thinking has been limited partly by our immediate inheritance and partly by the standard American pattern that the student begins Latin in grade 9, at the age of 14. Students of all ages, later as well as earlier, can stand more immersion in the myths. And when we read poetry the sounds and rhythms have to be made a direct, immediate sensuous experience.

For over a century our classical texts and courses have been guilty of increasing alienation from the leading interests and forces of modern culture; and they have increasingly betrayed the rich variety, juciness, fullness of classical experience. It is time to reverse both trends. The educational material in our keeping is superb, the equal of any in the repertory of the world's literature. To focus it anew will take concentrated joint effort by teachers and scholars. But such a refocusing has every prospect of finding a responsive hearing from the young. It might even, in time, have a chance of leading to another rebirth of classical influence on modern thought and feeling, and so to reinvigorating the faltering spirit of modern man.

Footnotes

1. Taylor, L.R., Party Politics in the Age of Caesar. 1949-1950, Berkley, University of California Press.

2. Syme, Roman Revolution, 1939, Oxford University Press.

3. More, P., Platonism, Princeton University Press, 1917.

4. Jaeger, W., Paideia, 1. 2nd ed. 1945, 2. 1943, 3. 1944, Oxford University Press.

5. Whitman, E., Sophocles: A Study of Heroic Humans, Cambridge: Harvard University Press.

6. Poschl, V., The Art of Vergil, 1962, The University of Michigan Press, Ann Arbor.

B. CLASSICAL CURRICULA IN HIGH SCHOOL (INCLUDING GRADES 7 AND 8) AND IN COLLEGE AND THEIR PROPER ARTICULATION

Austin M. Lashbrook

Nine years have passed since the Joint Committee on Educational Training and Trends, under the auspices of the American Philological Association and the American Classical League, published its excellent report on Latin in the Public Secondary Schools," (The Classical Journal 51 (1956) pp. 269-73, 309-12, 365-71). Among the problems cited were: the status of Latin I, II, III, and IV; Latin in grades seven and eight; and liaison between high school and college. Although many changes have taken place since 1956, these three problems are still of major importance and constitute the chief foci of this paper. To these I have added two other problems, so that my entire list of topics is as follows:

I. Liaison between secondary school and college teachers of Latin;
II. The classics curricula and their proper articulation
    a. In the secondary schools,
    b. In the colleges;
III. Latin in grades seven and eight;
IV. Advanced placement in Latin;
V. Greek in the secondary school curriculum.

I. Liaison between secondary school and college teachers of Latin.

In one sense all five topics involve liaison and articulation in one form or another. Teachers make curricula. If teachers on one level do not know or care what teachers on another level are doing, chaos is inevitable. This is particularly true in a discipline like Latin in which progress is cumulative. Liaison implies connection and coordination, and therefore communication; articulation implies a joint between separable parts. For our purpose, of course, it means a series of courses arranged in the proper sequence between the starting point - grades 7 or 8 or 9 and each successive point or grade-level on into college.

A prime question then is, "How may effective liaison be established between the secondary school and college teachers of Latin?" Although it must obviously be a two-way street, Professor Paul McKendrick has offered some pertinent suggestions to his college classical colleagues throughout the country (The Classical Journal 56, 1961, 203-204), aimed specifically at the recruitment of teachers for secondary schools. They will also serve as liaison pointers:

1. Establish a close working relationship with the school or department of education and make sure that staff members in classics understand the high school teacher and her problems.

2. Let the top (best) professor teach elementary courses as part of his schedule.

3. If the State Extension Division does not have correspondence courses in Latin, make some available to it. If it does have such courses, encourage Latin teachers in remote high schools to use them; their students may get the last two years of high school Latin in this way and thus be prepared to continue it in college. (N.B.: If the university does not accept work done by correspondence, it may be validated by examination at the time of entrance).

4. Keep in touch with alumni who may have dropped out of teaching and encourage them to return to the classroom.

5. Encourage college Latin students to take courses in related subjects, such as Greek, ancient history, and philosophy.

6. Urge high school Latin teachers to inform classics departments about capable students about to enter the university.

7. Visit high school Latin classes whenever possible. Discuss with Latin teachers and their students topics of mutual interest.

8. Encourage high school Latin teachers to visit the college campus with their students and to attend classes and lectures.

9. Establish workshops for Latin teachers.

10. Award scholarships to Latin teachers, but only if their superintendents will guarantee to budget money for purchase of books, projectors, tape recorders, tapes, and the like.

11. Bring in good visiting lecturers or professors to the campus.

To these ideas I suggest the following additions:

12. Publish classics newsletters in each state and provide means for distributing them at regularly stated intervals.

13. Cooperate with the American Classical League for the publication of a classics newsletter for national distribution.

14. Arrange for the annual cooperative publication of a brochure having information about classical programs in each of the colleges and universities in the state, to be sent to all high schools in the state, both public and private.

15. Make provisions for Latin teachers from different parts of the nation to visit each other for a period of one to two weeks throughout the year. Such visits could be extremely beneficial in the exchange of ideas, improvement of teaching and of morale.

16. Make a national survey to determine the reasons why many guidance counselors are apparently indifferent to or actually opposed to the study and teaching of Latin in public high schools. Once the reasons are known, they should be candidly faced and honestly answered in a brochure to be distributed to guidance counselors, administrators, parents, teachers, and students.

17. Publicize departmental programs and activities in state educational journals. Local and state administrators need to be reminded or informed about activities of such departments of whose very existence they might otherwise be unaware.

Many of these ideas and suggestions, in varying forms, have long since been carried out by teachers all over the country at great personal and financial sacrifice. This kind of service will, of course, continue, but its effectiveness needs to be enhanced by a concerted and continued national effort that will bring all teachers of the classics to a full realization of their common goals and the absolute necessity of cooperation in reaching them.

It should be noted here that the various classical organizations of the United States have agreed that the American Classical League should be the organization through which joint efforts of the nation's classicists should be coordinated. Since the American Classical League was founded in 1919 with this purpose in mind, it seems logical that the League should assume and emphasize its original role.

II. The Classics Curricula and Their Proper Articulation a. in the Secondary School.

During the past several years few matters have been given more attention in conversations, conferences, and journals than the subject-matter of the secondary school Latin curriculum. The wide divergence of opinions expressed is reflected in practice, or at least in the number of texts recently published in original or revised form. The latest bibliography (The Classical World, 58 1965, 199-219) lists 48 texts for Latin I, some in a four-year, others in a two-year series; the rest presumably have no strong family ties. For Latin II the list contains only 28 texts; for Latin III, 18; for Latin IV, there are only six, but there is a common practice of alternating third and fourth-year textbooks. In addition to these we find numerous readers and anthologies for supplementing the standard texts.

Perhaps these figures suggest an embarrassment of textbook riches. Perhaps they also suggest considerable uncertainty about standards, both in textbooks and in student performance. Some of the beginning books, for example, start out with "made Latin," progress to simplified or adapted Latin, and finally to ordinary Latin in easy selections. Others start with "made Latin" phrases instead of sentences; still others with "real Latin" phrases instead of sentences. All of these progress with substantial variations, to the reading of real Latin as found in classical authors, by the end of Latin I.

The great variety of texts available for Latin I is almost matched by those available for Latin II. The majority of these texts, however, have one thing in common: the bulk of their reading material is based on, or comes from, Caesar's Gallic Wars. In Latin III and IV, Cicero and Vergil, occasionally in reverse order, undoubtedly remain the most widely read authors. Sporadic attempts have been made, of course, to replace these three -- Caesar, Cicero, and Vergil -- with a wide selection of material from such writers as Ovid, Catullus, Horace, Livy, Juvenal, Martial, and others from the period of Medieval Latin. Unfortunately, no systematic study has been made to determine the extent to which such changes have been adopted and their effectiveness in schools where they have been adopted. As a preliminary step toward curriculum changes, would it not be useful to know whether non-traditional reading material has stimulated greater pupil interest and to what extent it has been a factor in the continuation from one level to the next? It is known, for example, that the rate of continuation from Latin II to III for the country as a whole remained just about constant during the period from 1958 to 1963. (See Foreign Language Offerings and Enrollments in Public Secondary Schools 1963. The Modern Language Association of America, January, 1965, Chart 2). It is also known that the continuation rate in individual states varied widely from the national norm of 17.4 percent, from a low of 2 percent to a high 34.5 percent. (Ibid., Table XVI). One factor in such percentages is obviously the number of high schools that offer courses beyond Latin II. But the type of material read in Latin II should certainly not be discounted.

The type of material furthermore is related to the teaching methods employed and to the use of teaching aids, such as tapes, filmstrips, and language laboratories, to provide supplementary exercises and drills. What effect does the use of such devices have on continuation rates from Latin II to Latin III and from Latin I to Latin II? Since the national continuation rate from Latin I to Latin II is about 63 percent (calculated from the data given in the MLA Curriculum Surveys for the fall of 1960, 1961, 1962, and 1963), and since most schools that offer Latin at all offer at least two years, it would be interesting to know why so many pupils do not continue with Latin II. Is it because so many begin Latin I in grade 12? Or do they begin it in grade 11 and drop it because the material is not too well suited to their age level?

If the reading of Latin as Latin is one of the primary goals of Latin study, the wide diversity of texts and teaching methods per se need not be a handicap if the texts and teaching methods remain fairly constant for a given pupil. But difficulties undoubtedly arise for many students because of changes in locale. To what extent this is a factor in Latin dropouts, I am sure no one knows. Does this suggest, however, that we should strive for more uniformity in texts and teaching methods? Is this a matter that should be considered in our plans for curriculum revision? At what point does the greatest mobility occur in grades nine through twelve? Does this point vary in different parts of the country?

It should not be surprising to note that the continuation rate from Latin III to IV is considerably higher than it is from Latin II to III and that this rate has increased from about 26 percent in 1960 to 1961 to 36 percent in 1962 to 1963 (calculated from data given in the MLA Curriculum Sur-

veys for each fall between 1960 and 1963). This increase is not due entirely to the increase of numbers in Latin III. Between 1960 and 1962 the number of students in Latin increased only 16 percent; the students in Latin IV between 1960 and 1963 increased 48 percent (Ibid.). Obviously other factors were at work besides increase of students in Latin III. Since increases varied in different states, what part did differences in texts and teaching methods play in these variations?

Answers to all these questions, on account of their complexity, may never be obtained with any great preciseness. Nevertheless, it would seem important to keep them in mind as plans for curriculum revision are being considered. Perhaps even a negative answer may be helpful. If it could be determined, for example, that a certain type of material in a given sequence usually resulted in a decrease in the continuation rate between courses, no doubt it would be best not to continue use of that material. What material to use, of course, would depend on a number of considerations.

We come now to another important aspect of the curriculum problem: the articulation between high school and college curricula. Although many students who have had three or four years of Latin in high school do not continue in college, the increase of Latin or classics majors in college in recent years has been most encouraging. Did the majority of these majors come into college with two, three, four, or five years of Latin in high school? Did most of them have the traditional sequence of Caesar, Cicero, and Vergil? What different types of material did they read in high school and what influence did that have on continuation of Latin in colleges? Most colleges offer beginning Latin; do they also offer courses for students who enter with Latin II taken during the first two years of high school? Do colleges make a distinction in placement or advanced standing for those who enter with Latin IV or Latin V? How many who enter with Latin III, or IV or V drop Latin and take up Greek? Has Latin lost its appeal for those who do, or is the transition from high school to college courses too difficult or too boring?

Many colleges offer courses in mythology, derivatives, classics in translation. To what extent are these courses given by departments other than classics? Do they appeal to students with a background of Latin in high school? Are they required or recommended by departments of classics? Do they have any influence on offerings in classics? To what extent are such courses offered in high school? How do such courses, if they are offered in high school, fit in with those offered in college? Do they pose a conflict of interest with courses in Latin in high school, or in Latin or Greek in college? Should more such courses be developed and offered in more high schools and colleges?

Questions like these, in my opinion, should be the legitimate concern of curriculum planners. All of us are naturally concerned with the shortage of Latin teachers in High School, and the problem is not one that can be ignored in college. But of even greater concern, it seems to me, should be the right kind of education for our high school and college students. Curriculum planning cannot be attacked piecemeal. Perhaps there should be one type for grades seven and eight, another for grades nine and ten, and another for grades eleven and twelve. But they should not be so different that the

transition from one to the others, in order, would be difficult, if not impossible. It should never be assumed that pupils will not wish to continue. Neither should it be assumed that all Latin students will wish to become Latin teachers. Can Latin reading material be found that will have some relevance and meaning to young students of varying ages between grades seven and twelve? Must all reading material be confined to classical authors?

II. The Classics Curricula and Their Proper Articulation
b. in College.

Even partial examination of the requirements for classics majors from college to college reveals a disparity of demands and expectations as great as that in the high schools. Some institutions emphasize classical civilization in their classics programs; others stress literature and art. We do not, however, have a complete survey which will enable us to know the requirements from college to college. Such a survey is needed.

We need to know, for instance, how many colleges offer review courses in Latin in order to bridge the gap between high school and college, as do the University of Wisconsin and Indiana State College. A survey would aid us in knowing to what extent colleges do offer Latin review courses, why they are needed, and how effective they are. Also, a survey would reveal how many colleges include peripheral courses, mythology, etymology, ancient history and the like as part of the major requirements and how much credit is given for such courses.

III. Latin in Grades Seven and Eight.

The concern for the right kind of education in high school has usually begun with grade nine. In recent years it has been extended to include grades seven and eight. Although the statistics are not too reliable, the MLA Curriculum Surveys show a pronounced increase in the number of Latin enrollments in grades seven and eight between 1958 and 1962. Between 1962 and 1963, as was true in Latin I and II in high school, there was a decrease -- but not as sharp as in Latin I and II. Since there are relatively few textbooks designed for that age level, most courses apparently use Latin I books for the two years. It would be interesting to know which of the two types has produced greater continuation rates between grades seven and eight and between grades eight and nine. Perhaps no text now available is really suitable for grades seven and eight. Evaluation of the texts that are available would certainly seem a necessary step in any curriculum planning. Pertinent data on Latin in grades seven and eight should be made avaliable to the general public and such courses should be recommended to language teachers, to parents and administrators. The program should be given wide publicity in the education field. Without adequate planning, Latin in the seventh and eighth grades might be sporadic, poorly organized, and only moderately successful.

Curriculum planning for Latin, especially on the seventh and eighth grade levels, may be first coordinated within each state. A pattern for coordination has already been established by our friends in the modern languages in the administration of the NDEA funds. In Tennessee, for example, the Superintendent

of Public Instruction called together representatives from all levels of education, from college and university departments of foreign languages, principals from selected high schools, high school teachers, guidance counselors, and delegates from the State Office of Education in Nashville. Each group was asked to submit a description of its present program, as well as its aims and needs. In subsequent meetings of regional groups, delegates from different areas gave careful scrutiny to the recommendations at each stage of progress. A coordinated, sympathetic effort brought cross-checking and a favorable response from the entire state. I believe that we can establish a similar program under the national leadership of the American Classical League.

As part of our program, may I emphasize that we include in our curriculum planning guidance counselors and those administrators who are allegedly hostile or indifferent to the study of Latin. It is time we ask, "What do you need in the curriculum?" Instead of, "We have what you need, and know what is good for you, though you do not." The resources of classical studies are large enough and deep enough to provide material appropriate to a wide range of contemporary educational needs.

IV. Advanced Placement in Latin.

What about Advanced Placement in Latin? Should the entire high school sequence, grades seven through twelve, be geared to such a course? In 1963, a total of 697 students enrolled in AP courses throughout the country. (MLA Curriculum Survey for 1963, Table VII. See N. 1, p.6). Although this was more than a threefold increase over 1962, not to mention the several preceding years, it seems likely that AP courses will remain in a special category for some years to come. To concentrate on the development of such programs at the neglect of Latin I through IV, or to neglect them entirely, would seem to be a mistake. The problem of developing such programs would not seem to be as urgent or as difficult as developing programs for Latin I through IV, including programs suitable for grades seven and eight.

Each AP course is descrived in the publication Advanced Placement Program: course descriptions. This publication reports on the progress of the AP Program and on its administration. It may be obtained from the Educational Testing Service, Box 592, Princeton, New Jersey. Two courses are outlined for Latin IV and V. The description of Latin IV is:

> For one semester's college credit in Latin a fourth year enriched school course covering the reading in Latin of Books 1, 2, 4, 6, and either 3 or 5 of the Aeneid is required. A thorough knowledge of the remaining books of the Aeneid is expected. This course requires the ability to translate, some appreciation of the Aeneid as poetry, ability to read aloud and scan Latin Hexameter verse, study of the ancient epic as a literary genre, and some acquaintance with Roman social, political, and literary history.

For Latin V the booklet states:

> For two semesters' college credit in Latin, the requirement beyond a course in Vergil (which need not be an advanced course

as described for Latin IV) is work at the fifth year level, including reading of any two of the following: (1) a substantial amount of prose drawn from two of the following: the philosophic works of Cicero, the writings of Livy, or the works of Tacitus, (2) at least two Roman comedies, one each of Plautus and Terence, (3) a substantial amount of the lyric poetry of Catullus and Horace.

The examinations are adminstered in May in those schools which present candidates for the program. Committees of readers, who grade the examinations, are selected from teachers in high schools and colleges throughout the country. An examination report which includes the examination questions, the student's paper, the grade given by the reading committee, and interpretive information on the examination grades is sent to the college which the candidate is entering. The college then determines whether the student is worthy of credit or placement or both or neither.

V. Greek in the Secondary School Curriculum.

In recent years there has been a considerable revival of interests in Greek in the colleges of the country (see Classical Weekly 15 (Feb. 1965) p. 169). To what extent should this interest be aided and abetted on the high school level? To speak about curriculum development for Greek in high school would seem premature. If there is a shortage of Latin teachers, Greek teachers for high school might be considered almost non-existent. Nevertheless, on account of its possible interest for planning purposes, I shall mention a plan that was suggested to me a short time ago.

Carefully selected high school Latin students will be permitted to enroll in Greek courses in pilot schools. Their teachers will have been carefully selected and trained in a national summer program in Greek. The summer training will extend over a minimum of three years; during this time the teacher will be continually engaged in preparing himself for his forthcoming assignment in Greek. The summer study will be intensive. At the end of the period of preparation, the participating teachers will teach Greek as a sequel to, or in conjunction with, advanced Latin courses in the pilot schools. The program, obviously, will need special funds to subsidize it with a program of this kind the American Classical League might be instrumental in restoring Greek to the secondary curriculum.

If Greek is to be restored to the curriculum, rearrangement of schedules will be necessary. In one possible rearrangement Greek may be taught for three days a week and Latin for two. This has been especially endorsed for those who begin these studies in the seventh grade. On this level a combination of Greek and ancient history has also been suggested. Some institutions have begun Greek in the eleventh grade, with or without Latin. But if Greek is to be taught at all below the college level, a plan must be acceptable to high school administrators and teachers in the competition for a student's time.

VI. Conclusion

On the basis of what has been said in this paper I recommended that a national survey be made of curricular offerings in classical subjects: Latin, Greek, ancient history, classical archaeology, classics in translation, Latin and Greek in current use, and related courses, both in high school and in college. The survey should be vertical in its search for information about sequence of offerings within individual schools and between school and college; it should be horizontal in its analysis of course content on the same level of instruction from school to school.

The survey should be conducted by carefully selected personnel under the direction of the American Classical League, but in close cooperation with regional, state and local classical organizations. This type of cooperative effort is particularly important because other data in fields of instructional methods and teacher education will also be needed. A survey combining all of these features should be drawn up under expert supervision for the most economical and efficient use of time, space, and effort.

The findings that would result from such a comprehensive survey would provide many guidelines for research that are not now available. They would also provide many kinds of information that will throw light on the present status of the classics in secondary and higher education throughout the country.

This is a call to action. It is not our first call, but if we delay action too long, it might well be our last. It is time to begin!

C. Instructional Methods and Media

Margaret M. Forbes

"Latin," says William Parker, spokesman for the Modern Language Association, and author of the timely and challenging paper, "The Case for Latin," "offers a demonstrably valuable experience, and studied to the point of reasonable competence, offers also an educationally unique experience." Now if it is agreed that when these significant values are gained by young people much of the credit may be assigned to the instructional methods and media encountered, then conversely when they are missed, should the methods and media be blamed for the failure?

Attitudes

College Classics teachers should remember that, in every other field: Mathematics, the sciences, English, modern languages -- the high school teachers are aware of new trends, and look to the colleges for leadership -- and they get it. They also look to the colleges for help in adaptation of new research to pedagogical use -- and they get it. The college leaders in Classics today need to act as valiantly on behalf of the high school teachers as did our predecessors in the Classical Investigation of 1924 and as some of our colleagues in other fields are doing today, with the help of generous subsidies.

In the meantime -- since 1924 -- the most striking development in Latin teaching has been led by one man -- Waldo Sweet -- at his Michigan Workshops subsidized by the Carnegie Foundation in 1952-53. His work, based upon the application of descriptive linguistics to Latin, has emphasized the need for more effective mastery of the language itself. This approach necessitates some changes in methodology and the addition of new media to the process -- such as the language laboratory and the tape recorder.

His influence has been most significant in the area of Beginning Latin. It appears either directly or indirectly in over a score of new Latin text books published in the last 8 years. New or revised editions of previous texts have also added pattern practices and/or tapes; or printed their Latin questions in larger type than before and have even found space for the word "linguistic."

Further evidence may be cited from the more than 500 high school Latin teachers at Institutes and Summer Sessions of the past twelve years. These teachers have paid their own way to learn something or to learn more about the pedagogical application of structural linguistics to Latin. Such eagerness has not been apparent among our college colleagues; and, in fact, it is not always easy to explain to the high school teachers this lack of interest in the newer methods. When, in addition, an apparently negative attitude is taken

toward some of the culturally enriching activities of the high school Latin clubs, it is not surprising that some misunderstanding has arisen between high school and college instructors. Many high school teachers have been grumbling privately that there is a double jeopardy in sending their Latin students into our classics departments: the first one they sum up by saying -- "My students are dropping Classics in college because of the parsing and umpteen lines a day of translation. Deadly!" The other one is reported as plain discrimination: encouragement for graduate school only; mere tolerance of the teaching major who is, and they quote "tainted with education," and "that of course is not my field." Is this true?

Methodology

Now what is going on in the classrooms of the Latin teachers who are using the newer texts and newer methods?

First, the class is one where more Latin is in use than formerly. It is not primarily an English class, nor one of analytical syntax. The student gives Latin answers to Latin questions. These test his comprehension of the material and his ability to manipulate Latin. The questions, like the sentence drills in the language laboratory, are predominantly substitution, transformation, and expansion. Nouns are met horizontally by case, and in context, rather than in vertical paradigms. This gradual introduction is often in the nominative, accusative, ablative, dative, genitive sequence, with singular and plural taken together.

Vocabulary is acquired in context, through stories, controlled oral Latin, and tapes, with insight into area meanings. There are no isolated word lists. Vocabulary furnishes comparisons with English words.

On the other hand, Latin structures are contrasted with English, as is necessary in the case of an inflected vs. a non-inflected language. Further structural contrasts and comparisons within Latin itself are noted. All of these are geared to the purpose of using and reading Latin as Latin, not to the aim of turning English into Latin. In the early stages emphasis is upon Latin-to-Latin manipulation of structures.

Dictation is frequently employed. If English equivalents are introduced, standard English is always heard. These students don't see anything particularly funny in Ferdinand the Bull[1] since they have never used or heard translation English.

Father Most's[2] "Natural Method" should also be mentioned here, a semi-direct one, he calls it. At present because of the content, it is largely used in parochial schools.

1. Colby, J.K., Ferdinand in Translation English. C.J. Dec. 1964.
2. Most, Wm., Latin by the Natural Method, Regnery. 1963, See Introduction.

For Sweet's[1] Programmed Latin, the newest approach, we must refer to the author, as we are still waiting for its public release.

Media -- The Textbook

For various and obvious reasons, the high school Latin teacher considers a text book for the beginning student indispensable. The teacher also wants everything in it -- but not so much that it can't be complted in one school year. The book is usually adopted officially for a period of 5 years, and such criteria as size, weight, durability, type face and illustrations have been occasional determining factors in selection.

The currently most popular texts outside of New England are reading-method texts which are arranged to be taught inductively: i.e. graded stories in "made" Latin are to be read through (unfortunately, often just translated) with new vocabulary and usage met in context. The explanations come later. These 2-volume texts, planned for a 2-year terminal program, are based upon Caesar vocabulary and usage and culminate after a year and a half, in simplified portions from De Bello Gallico. The books also contain dialogues, Roman legends, myths, word study sections, material in English upon facets of Roman life and carefully selected color illustrations.

The student may then proceed to Cicero's Orations, 3rd year Latin; or alternately, to Vergil's Aeneid, for the fourth year. If his school offers the Advanced Placement Program, he may be fortunate enough to get a fifth year of Latin to apply in future college credit.

English to Latin composition has been progressively reduced in the past fifteen years.

A few durable grammar-translation books remain in use particularly in New England and in the South. These carry deductive arrangements in the text: vocabulary, rules with examples, sentences 1 to 10 Latin-English, sentences 1 to 5 or 10 English-Latin Explanations appear in terms of English-Latin composition. A literal translation is often featured in classrooms using these books, and the immortal Ferdinand the Bull in Translation English immediately springs to mind. The grammar-translation texts have for years been cited as models for mental discipline and transfer of training by their proponents.

Over the years, many of the reading method books have been used for grammar-translation operations in the classrooms.

It is useful to note that probably most present day Latinists, and many friends of Latin, first met the language via grammar-translation? There is sometimes an old-time religion flavor in allusions to this system. Should we continue to capitalize on this nostalgia? Or must we firmly insist on the advantages of the newer methods?

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1. Sweet, Waldo, The Choice of Syntactical and Morphological Discrimination in an Elementary Program. pp. 63-72 in Programming of Audio-Lingual Language Skills for Self-Instructional Presentation (Selected Work Papers) U. of Michigan 1961.

High school teachers, while committed to their text books, have nevertheless been campaigning in the classical periodicals for "more interesting" reading in the second year. The small readers published in England have become very popular with some of our teachers. New American paperbacks if available, probably would find a good market -- including Winnie Ille Pu.[1] More anthologies like Gertrude Drake's[2] new one would also be an asset, the high school teachers say.

Other Media

For the past 40 years or more, the Latin teacher has utilized the bulletin board to demonstrate Latin in everyday life through cartoons, word study, archaeology and myths. Roman life, politics, law, religion, history, and other aspects of Roman and Mediterranean culture have been brought to life by means of realia, slides, films, historical fiction, Roman banquets, the Latin Club and the Junior Classical League. The use of these may be attributed to the influence of the Classical Investigation. Thus even the terminal student has theoretically made some acquaintance with Roman culture and the conservation of our western heritage.

All of the above are valuable and should not be discontinued. In some instances, however, the college complaint that Latin-learning is sacrificed in in favor of culture may be justified. We need to do some further investigation as to the reasonable balance here. Has the student been cheated in the language learning experience? Or does the time spent on cultural material justify itself in added interest in the language? Do the two alternatives reinforce each other?

Tapes

The newest media of instruction pertain primarily to the language. I refer to Latin tapes which may be used by the student either in the classroom, the language laboratory, or at home. The content of drill tapes ideally gives the student an opportunity to practice selected features of the language in sentence context. This audio-lingual practice adds for the learner another dimension to aid his visual study and also gives him much more individual contact with Latin than he can get in class hour.

In regard to pattern drills to be found on the current sets of tapes available, I should say that all of these could probably be much improved by judicions pruning. Of the five or six most popular sets there is only one which utlizes the reinforcement pause. The others are fossilized as of 1953. There is also the 1953 lack of proportion in the content: i.e. as much practice is required of elementary features, which will be reappearing frequently, as of a complicated 3-part operation like the passive transformation. Furthermore, the questions, "Is this particular pattern drill necessary? Will the student

1. Lenard, Alexander, Winnie Ille Pu. (Latin Translation) Dutton, N.Y., 1960.
2. Drake, Gertrude, Latin Readings - Intermediate Rapid Reader - Scott Foresman and Co., Chicago, 1964.

learn this item better this way than in any other way?" seem not to have been asked at all. Also included are isolated words and forms which deny the tape's purpose as stated in the brochure. We could benefit a great deal by information from the modern languages in this area.

The usefulness of tapes in the active not passive, study of Latin literature has not been explored either. For example, a tape recording of a literary selection for which the student has no responsibility except listening, might be called a passive use. Pauses in the recording for imitation or for questions upon content or style would constitute an active use of the tape. Student participation is essential in the latter instance. Possibilities for the development of study-aids (by tape) in the area of literature should be examined.

The problem of pronunciation also needs consideration -- even if conformity may not be reached. The advisability of emphasizing appropriate pronunciation for certain texts should be examined. Should we look further into the wisdom of students learning and using both classical and late Latin pronunciations?

Related Problems

There is a great amount of research going on among the linguists, to name one group, which should be examined for relevance to the classical languages: Pike's[1] tagmemic theories, Chomsky's[2] generative grammar, and transformation grammar. Are any of these pertinent for literary interpretation and criticism? for teaching the reading of Latin literature?

Can more integration of Graeco-Latin culture and civilization be included in a new program of 4 to 6 years? What are priorities for inclusion, and at what stages? Are there any prospects of changed or changing curricula in the college departments? If so, do they have implications for high school curricula?

Should classical art and archaeology be added to a high school humanities program? Should the many paperback translations be given our pedagogical and linguistic blessing? How much classroom translation should be recommended? And at what levels?

What use can be made of the massive computer data being collected by D.C. Swanson?[3] How strongly are classics departments supporting research in teaching? Would Latin be revived more efficiently if 3 or 4 regionally distributed institutions undertook the responsibility countrywide for special training or retraining of Latin teachers? How can administrators and guidance people be persuaded to reinstate Latin when it has once been dropped? Where and when is liaison with Project English and Modern Languages mutually beneficial?

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1. Pike, K.L. "Language in Relation to a Unified Theory of the Structure of Human Behavior." Summer Institute of Linguistics. First three parts 1954, 1955, 1960 and A Linguistic Contributions to Composition. CCC Journal May 1964.
2. Chomsky, N. Syntactic Structures, Mouton & Co. The Hague, 1964 4th printing.
3. Swanson, D.C., Report of Work in Progress. The Finite String: Newsletter of the Association for Machine Translation and Computational Linguistics. Vol. 2, No. 2.

A Proposal

Believing in Humanistic Education and that it must begin in the high school, and that a vital component of a humanistic education is to be found in the study of the classical languages, suggest two possible programs. Each is sketched for a six-year period, grades 7-12.

Before outlining the content of each, let me say that I favor the structural approach, certainly in the beginning stages. Further investigation, however, might indicate the inclusion of some programmed material with Sweet as the source, and/or adaptations of Father Most's materials with his "Natural Method," which has some enthusiastic users.

I. The first three years of Program I would include Latin sententiae and copious graded reading of easy medieval and Renaissance Latin stories and songs. The fourth year, grade 10, would contain Latin comedy and the easier Latin carmina of Horace and Catullus with possibly a few epigrams from Martial. The fifth year, grade 11, would include a survey of the Roman Republic with Cicero and Caesar featured as sources. The last year would focus on the Roman Empire with Ovid and Vergil as the chief authors, the emphasis a literary one. During all of these years, the student would be expected to become better acquainted with Roman religion, art, and architecture, law, and customs, through coins, inscriptions, and such realia as help in an understanding of culture and its influence.

This program would still leave room for the Advanced Placement projects which have been so successful.

The schedule would necessitate the production and circulation of new reading materials, kits of tapes, slides, models, coins, and the like from a central depot. Financing these projects as well as teacher preparation would of course present a major problem.

II. My second proposal is more abitious than the first. It is bold, -- especially at the high school level -- and pedagogically thrifty. Again, -- a six-year program beginning in Grade 7 but adding beginning Greek -- sequentially, alternately, or comparatively with Latin.

There should be easy and interesting reading materials for the first four years, with appropriate kits of realia and slides available. Also no homework for the first two years would be required, and probably no "parasangs." In the fifth or sixth year perhaps the students could manage Homer and Vergil. They might pause for a week or so along the way in the last two years to see how much Italian they could understand from Italian elementary school books and newspapers (possibly being assisted by Italian language records for pronunciation); and in the sixth year they might try a few Greek schoolbooks in modern Greek.

This second proposal could be a very important one because of its implications for the mutual reinforcement of other related subjects in the crowded secondary school curriculum. It could be developed at selected Demonstration Centers, in average as well as in gifted classes. Latin and Greek can be a treat for the average child too.

This program would also leave room for Advanced Placement.

Both proposals should be based upon investigation and an adaptation of some of the features of current linguistic research. The work being done in Project English, the modern languages, the psychology of learning and the social sciences and history should be utilized.

The Latin-Greek proposal would involve a very large number of man-hours both in initial and continuing research in materials and methodology, particularly for Greek. The facilities of large Classics libraries at universities would be essential. Teacher institutes would be necessary for both, and summers spent in Athens and Rome should have a high priority. Adoption of this program would also mean an immediate Greek requirement for all teaching Latin majors. In some college Classics Departments and teacher training institutions this would be admittedly difficult under the present conventional curriculum, but not impossible.

These programs would give the student a new and broader experience in the basic Humanities to balance the heavy emphasis upon science. Both of these programs, which conserve the literacy of our Graeco-Latin heritage, belong in the public high schools, I submit, and they should be available to all future citizens.

D. TEACHER EDUCATION

by

Carolyn E. Bock

Res ipsa loquitur: if Latin is to survive in the secondary schools, we, the present generation of Latin teachers, must, among other things, and before it is too late, insure that the next generation of Latin teachers is both better prepared and a larger corps than we. There is no need to detail here our own manifold deficiencies as teachers, or to deplore the general indifference with which we have regarded a gradually worsening situation, or to attack our supposed "enemies." The time for self-castigation or back-biting is past, and the roster of this conference is ample evidence that we teachers of the classics, at all levels in the profession, have at last determined to unite against our difficulties. For they are our difficulties - we have largely made them for ourselves - and no one will solve them for us. We must face them squarely, and without minimizing their magnitude, attempt to find feasible remedies.

What is the source of our teacher supply? It is encouraging to note that there is a slight increase in the number of Ivy League graduates planning to enter the teaching field, thanks to the Peace Corps message of service, the war on ignorance and spread of ideas enlisting the dedicated, and to the Woodrow Wilson and Danforth Programs which attract many capable young men and women to college teaching. The Master of Arts in Teaching Programs feed us this manpower, but regrettably for public education much of this pool is drained off by the independent schools where prestige is greater, classes smaller, and results more conspicuous. The MAT programs are fed primarily by the graduates of Liberal Arts colleges. The state university by its very size has difficulty in earmarking the potential teacher early in his college life. The classics departments are not sufficiently large to separate the general student fulfilling his graduation language requirement from the future specialist. The potential graduate student in classics may be lost to the department before he ever sits at the feet of the great names, who are reserved for the advanced courses. In many institutions, the student who in his junior year declares his intention to teach gets transferred to the department or school of Education and subjects himself to the unfortunately dichotomous dialogue that Humanists (?) and Educationists (?) engage in, if they speak at all. The debate is not harmful to the student but the lack of cooperation and of joint contribution to his preparation and philosophy is irresponsible, and often alienates the student intending to teach. The teacher training institutions, because they are less expensive and in general have lower admission and retention and graduation standards, often attract the second and third level students from lower income and culturally poorer backgrounds. Their products often face a hard job.

Money is a major deterrent in recruiting quality teachers into teaching, not just the low ultimate figure of the maximum after many years, but, paradoxically, the high salary of the beginner. The regularity of a bi-weekly pay check that strikes, lay-offs, and automation don't threaten so precariously is reassuring. This security is an inducement to the average mentality. The well-known shortage of Latin teachers is often the counselor's convenient means of getting run-of-the-mill students into college, and the students' guarantee of a job upon graduation.

The high cost of sending youngsters to college, the acquisition of status symbols have produced for us the wife-mother-teacher who has returned to the classroom. Some of these are excellent and well worth the re-tooling and up-dating required; others are clock watchers and check collectors.

Well, there they are - the bright and gifted who can't stomach the bureaucracy, the chicanery, vapidity, and phoniness of the administration and their own teaching colleagures, who are disillusioned and therefore, go into social work, publishing houses, libraries, museums, psychology, religious education, physiotherapy, and other activities. Then there are the "sow's ears which must be converted into silk purses." They are earnest, conscientious pluggers who need to be hand-held and led into imaginative streams. They are worth working with, but indeed it is a sad paradox that such a versatile subject as Latin falls all too often into unskilled and unsophisticated hands.

The prospective teacher of Latin has difficulty in planning her training. What of the assignments for which she must prepare? The usual school administrator is conservative and wants to employ someone to whom he can, if need be, give a divided assignment to accommodate extra sections, resignations, or numerous other crises he must try to foresee and guard against. He will, therefore, post notices of vacancies in Latin-MFL, Latin-English, Latin-History as the combinations representing the highest frequency of requests. The first combination is a natural one, the other two involve allied subjects which are compulsory for every pupil in the school.

Departments training Latin teachers ought to encourage their students to develop a second teaching field both as job protection and as an intellectual reference for strength and support of their major. The Latin minor needs particular attention because of her attractiveness to an employer and the near certainty that she will be teaching Latin. Her professionalization must not be overlooked.

Ironically enought, with the decline of Latin I sections, because of the curriculum squeeze-play of a single long sequence in language begun at grades 3, 5, 7, or 9, the program has shrunk in the smaller high schools to one full-time Latin teacher with 5 or 6 sections divided into a 3-2-1 or a 2-2-1 load. In the large high schools, the load is carried by two Latin teachers. In some junior highs where it is being offered in grades 7 and 8, there is need for a full-time teacher of Latin I and II. The ninth grade alone in large junior high schools can consume the entire program of a Latin teacher. The advanced courses will soon feel the effects of the diminished pool of Latin I and subsequent drop-off in Latin II students. The attrition may produce a combined

III-IV advanced class, a common practice, or force Latin I into the 10th grade slot. This would result in a sequence limited to three years. Hence, we have three programs in operation: the lengthened 7-12 sequence, the shortened 10-12 sequence, and the semi-self-liquidating 9-12 program. Only the 7-12 program allows for any specialization for the teacher because it requires perforce an enlarged staff. Very disturbing is the fact that an increasing number of beginning teachers are expected to teach at four different levels with a minimum of four preparations each day. With homogeneous grouping, possibly 5 or 6 preparations are necessary to accommodate different levels or tracks into which classes are organized. This is defeating and impossible of accomplishment in any but the most superficial fashion. One can try to protect the students from such an introductory load, but with the shortage of teachers and desperation of school boards, the Latin major is highly courted. Even the applicant with 14 credit hours, holding a sub-standard certificate, is hired, and then sent back to school on Saturday. She still is unprepared, and Latin had better go untaught than be mistaught.

I predict the full-time Latin program described above as the norm rather than the exception in the future. This would be good, but it would work a real hardship upon the beginning teacher if she must immediately demonstrate competency at 3 or 4 levels. She should begin if possible with the first three semesters of the Latin program in whatever type school, until she knows through experience how to handle the sequence of the language program. Ideally, only the veteran teacher should cover the second semester of Latin II and all of III and IV. The veteran should supervise the beginning teacher.

If there is only one Latin teacher in a school, it is possible that she could retire from teaching without ever having had in her classroom another Latin teacher by whom her work could be appraised and from whom she could get help. It would be very beneficial if we could ferret out some top-flight Latin teachers and put them on closed circuit television and beam them in to classrooms. The local teacher would be supplied with carefully detailed lesson plans, analysis and explanation, and some of the mystery of good teaching might be revealed. Or if these experts could give live demonstrations in the classes of other Latin teachers, together with critiques and discussion, the teacher could see what her own students can accomplish in the hands of a master teacher. Or if the teacher could work under the supervision of an expert she could, by constructive critiques, planning rounds, other attempts, and evaluations, improve her classroom performance. Of if we had the funds that the Smith-Hughes Act provides for Home Economics, we could follow up our graduates in their first year of teaching and give them supervision.

How will these Latin teachers be prepared as people, as exponents of the humanistic tradition? They need a broad cultural foundation, wide general reading, participation in or attendance at concerts, exhibits, theater, sports, involvement in civic, political, social, national and international issues to broaden their frame of reference and enable them to enjoy a wider field of cultural interests.

What will be their preparation as educators? They need a study of society, the forces and pressures at work; a knowledge of psychology of adolescents and the psychology of learning; an understanding of the school's function or role in society.

What kind of undergraduate program ought one then to prescribe for the prospective teacher who is also a potential graduate student?

In Language:	Historical development of the Latin language, including an introduction to inscriptions and manuscripts; linguistic analysis based on the authors.
In Literature:	A survey of the literary genres; depth study in one author (e.g. Cicero, because of his completeness, variety, and style).
In Art and Archaeology:	Museum and excavation experience, if possible, in addition to formal courses.
History and Civilization:	Study developed from literature and archeology; use of primary sources in establishing chronology, power structures, borrowings and influences, which may be delineated in the form of time lines, critical essays, and discussion.
Professionalization:	Methods and materials; observation and student teaching.
Other Languages:	Greek and a modern language.

Introductory courses in linguistics, aesthetics, and logic.

With a broad foundation at the undergraduate level, the teacher in her graduate work should specialize in one area, in addition to exploring the several areas complementary to her field. She should travel and study in the classical world early in her teaching career to enable her to enrich the vividness of the daily lesson. Through in-service training and summer workshops and institutes, through study in libraries and museums, she should continually broaden her horizons, "keep up," and be in the vanguard of innovation and experimentation.

How long will it take? How many courses and credits? It depends upon the student and the quality of the program. Perhaps the best way to establish a minimum standard would be to set a National Examination, (cf. the MLA procedure) which would test competency in the various phases of the subject and then grant certification in subject matter on the basis of achievement. Personal and emotional fitness would have to be determined by other means.

Tenure often spells stagnation. There should be some renewal requirements; e.g., compulsory summer school, travel, study every five years to keep the profession fresh and growing. Too much post-graduate work is represented by a miscellany of courses taken for convenience to qualify for extra increments or additional steps on the salary scale. An approved, obligatory professional improvement program subsidized by school boards would probably be less demoralizing and would net better results than across the board raises

for additional education courses. Let the government and foundations underwrite the experimental materials, programs, and personnel required to administer these projects; let the local community support its teaching constituents in their personal upgrading.

What kinds of strength can college and university professors develop beyond those suggested in the paper on curricula and articulation?

1. The classroom teacher of Latin can strive to be an embodiment of what it is she is trying to develop. The schism between what we say, do, and are, is far too great.

2. The classroom should be the laboratory for and of all that we are teaching.

   (a) physically, with equipment, display, and resource materials available for instruction and enrichment.
   (b) pedagogically, by variety in assignment, recitation, and testing. Students are mimics; they should be provided with the full panoply of techniques to imitate.

Finally, what are some of the tricks of the trade, very elementary, but woefully neglected, that need to be passed along or reinforced?

1. The brevity and sacredness of the class hour, the importance of maximum utilization. Time needs to be spent to answer questions concerning difficulties in homework. After misconceptions have been cleared up, new different, unassigned work, drills, exercises, reading passages to test comprehension and application should be presented to supplement prepared work by providing additional practice.

2. Care and time in making assignment: this is the level at which the teacher should function most and best, in providing direction, motivation, and orientation. This is her portion of the period to teach.

3. Placing the responsibility for the lesson and the class upon the student, demanding that students correct themselves and each other; promoting personal involvement in every answer to the point that they carry the class, the teacher contributing only questions, always withholding answers, almost never telling. The student works himself out of his problem, with the help of his peers if necessary. The class becomes jury and counsel. It takes time in the beginning but allows the ultimate in speed, efficiency, and independence in a very short time. The student becomes his own teacher while the teacher becomes his sounding board and reference.

4. Pacing - rapidity with the easy and obvious; heavy penalties for mistakes in the easily acquired simple material. Repetition is vital and needs to be relied upon as a tool, pieces of the pattern continue to be used, even if in different configuration, and diffi-

cult, easily confused words, forms, structure keep cropping up at regular intervals. Attention to similarities and differences needs to be noted until observation and discrimination become automatic.

5. The systematic step by step developmental procedure of a word, form, or idea should be insured. The earliest contact must be established with care in order that additional refinements may be made without destroying, negating, or weakening initial tenets. The structure must develop as logically as language allows and understanding permits.

6. Listening to the questions which students raise and noting the confusions in their minds as a basis for developing new approaches to presentation or review. Looking at and analyzing mistakes made on quizzes and tests as an insight into misunderstanding of materials, and developing drills from these to correct wrong impressions and to reinforce correct language patterns; in other words to <u>hear</u> and observe our students.

7. Tests that rely on memory and are confined to what has been prepared and covered in recitation should be replaced by types of questions that require problem solving and application of the known to the unknown. Testing of information in assigned material should be achieved through integration of related material.

8. Use of primary sources as documentation in preparing term papers and projects through which students can practice and increase their skill in translation and interpretation.

9. A realization that the teacher needs to have information with which to answer or supply reference for answers to the wonderfully curious minds of adolescents, to have examples, variations on the same theme, so that rapid drill, and multiple illustrations may clear the fog and fix the point instantaneously. Every class is different and needs its own prescription, specialized instruction, and individualized attention.

10. Most children have a great capacity for doing, want to do, and will do as directed. It is criminal to engage this potential in busy work, in rote recitation, in unproductive, unliberating activity. Children beg to identify, to achieve, to be recognized, to be rewarded.

We have the best material with which to speak to the best instincts of the best of our youth. Our preparation and presentation must be the best, that they may experience pleasure and profit in finding and fulfilling themselves.

5. OBJECTIVES

A. General

1. To reassess and define the immediate and long-range goals for Latin study and teaching in the United States.

2. To mark out guidelines for curriculum revision necessary to develop more effective courses of study in secondary schools and in college and bring about better articulation between programs in school and college.

3. To identify teaching methods and aids and determine their proper use and function in and outside of the classroom.

4. To evaluate programs for the education of teachers and bring such programs in line with modern methods and aims.

5. OBJECTIVES

3. Specific

A. To develop guidelines for research activities that would provide answers to such questions as the following:

1) What are the immediate and long-range goals for study and teaching of the Classics in America?

2) What are effective courses of study for two-year, three-year, and four-year sequences in secondary school Latin?

3) What are the implications and application of structural linguistics for the study and teaching of Latin in secondary schools and colleges? Of programmed instruction?

4) How effective are educational media for teaching Latin in secondary schools? How can their effectiveness be increased?

5) How can better articulation between junior high school, high school, and college Latin programs be brought about?

6) What role should Advanced Placement in Latin have in the transition between secondary school and college Latin programs?

7) What is the status of Latin teacher preparation at the present time? Should Latin teacher preparation be standardized? What are effective courses of study for such preparation?

8) Are Summer Institutes for Latin teachers needed?

9) Would Joint Summer Institutes for Latin and English teachers, Latin and Romance Language teachers be feasible and desirable?

10) Should selected institutions be encouraged to conduct Special Institutes for secondary school Latin students? In what grade level? (Indiana University and the University of Michigan have conducted some very successful Institutes.)

11) Should the study of the classical Greek language and culture be further encouraged in secondary schools? If so, how?

12) Do our vocabulary frequency tables need revision?

13) Can the 100 I.Q. child master the subjunctive in one year, two years, or at all?

14) A. Can a pupil's comprehansion of Latin really be determined without some sort of translation ultimately being required?

B. How effective and economical is Latin to Latin translation (manipulation) in such a procedure?

15) Can all significant grammar be taught in two years or levels?

6. RELATED RESEARCH

A. "The Role and Relevance of Classical Education Today."

1. Parker, W.R., The Case for Latin. PMLA, 1964, 79, 3-10

   This article by a distinguished English scholar and teacher has become one of the most conspicuous feathers in the classical bonnet. It is a most cogent and lucid statement of the classical cause and has attracted nationwide attention.

2. Else, G.F., Classical Languages, Especially Latin. The Case for Basic Education. Little, Brown, and Company. Boston, 1959, 123-137.

3. Else, G.F., The Classics in the Twentieth Century. Classical Journal, 1956, 52, 1-9.

   These two brief but comprehensive papers by one of the leading classical scholars in the United States, made Dr. Else a natural choice for the keynote Working Paper.

4. Committee of Ten: Report of the Committee of Ten on Secondary School Studies With the Reports of the Conferences Arranged by the Committee. American Book Co. New York 1894.

5. The Classical Investigation. Princeton University Press 1924.

   These two studies, long since out of print, have had a profound influence on the aims, course contents, and teaching methods of Latin in secondary schools. The thoughts they express merit reinterpretation in light of today's needs.

6. Carr, W.L., The Classical Investigation Forty Years After. CJ. 1965, 60, 151-154.

7. Oates, W.J., Ed., From Sophocles to Picasso: The Present-Day Vitality of the Classics. Bloomington: Indiana University Press 1962.

B. "Classical Curricula in High School (Including Grades 7 and 8) and In College and Their Proper Articulation."

1. Hannan, Sister M.B., A New Look at Second-Year Latin. CJ, 1965, 60, 211-213.

2. Raymond, D. Beginning Latin at the College Level. CJ, 1964, 60, 107-110.

3. Masciantonio, R.J., Some Proposals for Latin II, III, and IV. CJ, 1964, 60, 110-111.

4. Bateman, J.J., More Latin Readers for High School Use. CJ, 1964, 59, 350-354.

5. Eichner, R.P., A Radical Approach, Parts I, II, III. The Classical Outlook, 1964, 42, 1-2, 18-19, 27-28.

6. Eichner, R.P., Principles of Curriculum Revision in Latin II, III, and IV, The Classical World, 1963, 57, 1-6.

   These two articles are essentially the same and deal with the subject specified in the second.

7. Archer, A., Latin in the Elementary School. The Classical Journal, 1964, 59, 212-213.

8. Biery, H.B., Supplementary Reading in English for Latin II, III, and IV., CJ, 1963, 59, 104-108.

9. Heller, J.L., Is Latin A Dead Language? CJ, 1963, 58, 248-252.

10. Woods, S.F., The Second Year of High School Latin as an Introduction to the Humanities. Op.Cit. 253-254.

11. Rutledge, H.C., A Sense of the Past: Latin III and IV. CJ, 1963, 58, 197-200.

12. Drake, G.G., A Different Approach to Third-Year Latin. Op.Cit. 200-203.

13. Robey, L., Latin in Grades Seven and Eight. CJ, 1961, 57, 103-105.

14. Hope, R., Latin in the Soaring Sixties. Op.Cit. 105-108.

   This list could be extended to several times its length. An examination of all the articles indicated that they represent opinions, ideas, and experiments rather than research. Suggestive as the articles are, they demonstrate the need for research in the area of curriculum and articulation.

C. "Instructional Methods and Media."

1. Distler, P.F., S.J., Teach the Latin I Pray You. Loyola University Press, (Chicago 1962) pp. viii, 254.

   This is the latest book noted. It was favorably reviewed by Margaret Forbes in CJ, 1964, 59, 373.

2. Seittelman, E.E., Ninth Annual Survey of Audiovisual Materials. The Classical World, 1965, 58, 241-254.

   This survey, as in the preceding eight which also appeared in CW, contains an extensive bibliography. It is the most complete coverage of AV materials noted.

3. Lidwine, Sister, Latin Tapes. CO, 1965, 42, 52-54.

4. Bennett, A.N., The Versatility of Tape Teaching. CO, 1965, 42, 54-55.

5. Masciantonio, R.J., Tapes and Latin IV. CO, 1965, 42, 55-56.

6. Peckett, C.W.E., Modern Methods of Teaching Latin. CJ, 1963, 59, 58-62.

(The author teaches Latin in Priory School, Shrewsbury, England.)

7. Prakken, D.W., The Use of the Language Laboratory. CW, 1964, 57, 301-303.

8. Long, J.Q., Teaching Latin Methods: A Glimpse. CJ, 1963, 59, 103-104.

9. Ruegg, Bro. S., F.S.C., Programmed Learning for Latin, CJ, 1963, 59, 13-14.

10. Levy, H.L., Teaching Latin and Greek: New Approaches. CJ, 1962, 57, 202-230.

This is a report of a Panel Discussion moderated by Dr. Levy on the program of the American Philological Association held in New York in December 1959. It is the most comprehensive account found of Structural Linguistics as a teaching method.

11. Sweet, W.E., Programmed Learning. n.d.

This leaflet was apparently printed in 1961 at the University of Michigan, where Dr. Sweet teaches. He is preparing a sequential course for the "programmed learning" of Latin.

12. Most, Rev. W.G., Latin by the Natural Method, CO, 1961, 38, 42-45.

13. Linguistics and the Classical Languages, CJ, 1957, 52, 259-278.

A symposium of four papers presented by Murray Fowler, Charles C. Fries, Eleanor Huzar, and James M. Vail at a 1956 meeting of the Classical Association of the Middle West and South.

Althought this list could be extended, these appear to be among the latest significant articles. They give no evidence, however, of the comparative effectiveness of various methods or of the use of various educational media. This whole area reflects a need for research.

D. "Teacher Education"

1. Barton, R., A Survey of MAT and Related Programs in Classics. CW, 1964, 57, 338-339.

This is a valuable article for brief descriptions of MAT programs in Latin and/or Greek in nine universities and colleges.

2. Recruitment and Preparation of Latin Teachers for Secondary Schools. CJ, 1961, 56, 203-210.

Four articles of a general nature by Paul MacKendrick, Gertrude Ewing, Joseph Conant, and Lucy Robertson.

3. Rich, L., Essential Preparation of the Latin Teacher (Second Year), CJ, 1959, 55, 11-12.

4. The ACLS Classics Panel, CJ, 1959, 54, 346-349.

Report of a conference of high school and college teachers sponsored by the American Council of Learned Societies. General suggestions about curricula, methods, and teacher recruitment.

5. Carroll, J.B., An Educational Psychologist Looks at the Classics, CW, 1956, 49, 189-194.

The author, one of the best known in the field of educational psychology, has some interesting things to say about proper psychological approach in teaching Latin. He considers "transfer of training" largely a myth but gives several references to earlier articles on that subject.

6. Atkins, S.D. et.al., Latin in the Public Secondary Schools, CJ, 1956 51, 269-273, 309-312, 365-371.

These three articles cover enrollments, teachers (age and preparation), and views of teachers about the problems of teaching and the status of the profession. Although the figures are long since out of date, the articles contain ideas and suggestions that are still helpful.

7. White, D.S., The Teaching of Latin, Scott, Foresman and Co., Chicago, 1941.

This book largely incorporates the recommendations of the Classical Investigation of 1924. Although long since out of print, it contains much information not readily available elsewhere and has many suggestions as timely today as when they were written.

7. PROCEDURE

1. Personnel

Forty-nine scholars and teachers, representing public and private secondary schools and institutions of higher education, and coming from all sections of the country, were invited to attend the Planning Conference, at Airlie House (near Warrenton, Virginia) April 14-17, 1965. Two of the scholars were professors of English and one of French. All the others were teachers of the classics, Latin and/or Greek. There were several observers from the United States Office of Education and private organizations.

2. Papers

Four Working Papers, each dealing with one of the OBJECTIVES listed above, were prepared in advance and presented in four plenary sessions. Each paper was followed by a period for general discussion.

3. Discussion Groups

Participants were divided into four Discussion Groups. Each group had a chairman and two recorders, one from a secondary school and one from a college or university. Each group considered only one of the four objectives.

4. Reports of Discussion Groups

At a final plenary session each Discussion Group presented its recommendations for consideration by all participants.

5. Conference Action

After discussion and deliberation the Conference adopted, with minor changes, Reports of the four Discussion Groups.

8. ANALYSES OF THE DATA AND FINDINGS

(Not applicable to this report).

9. CONCLUSIONS AND IMPLICATIONS

A. Conclusions

The Reports of the Four Discussion Groups may be considered "Conclusions." The sequence corresponds to the Problems given in Section 4 and Objectives in Section 5A.

GROUP I: THE ROLE AND RELEVANCE OF CLASSICAL EDUCATION TODAY

Because many aspects of the ancient world have particular significance for an objective examination of American history, politics, and society, the Greek and Roman classics are potentially more relevant than ever to modern education. This relevance, however, needs to be pointed up by a thorough reorientation of objectives, materials, and methods. While the classics enjoyed virtual autocracy in education during the nineteenth century, educational procedures employed in teaching them narrowed into a primarily grammatical interest. This has contributed greatly to a major diminution in the role of the classics in American education, despite a pronounced and increasing interest in classical antiquity as shown by the general popularity of translations and books on the ancient world.

Although instruction in the basic languages is as important as ever and should be pursued with all the refined and scientific methods available, certain other principles must be kept in mind to develop to the full the humanistic values of classical studies and to insure their proper place in American education at all levels

(1) In the education of teachers of classics greater and broader emphasis should be placed on such general aspects of their subject as history, literature, philosophy, art and archaeology.

(2) The teaching of the Classics at all levels should embody an awareness of contemporary political, ethical, and aesthetic issues of real concern to the high school and college student;

(3) To implement this broad purpose the presentation of classical materials in textbooks should be critically and objectively reoriented away from the narrowly factual and grammatical toward the historical, literary, philosophical, and humane significance of the authors;

(4) More attention should be given to the interdisciplinary nature of the classics; specifically, the growing tendency of some schools and universities to offer courses in collaboration with such departments as English, history, philosophy, and modern foreign languages should be encouraged;

(5) Programs in line with this recommended approach should be set up to train or retrain teachers of the classics in the methods appropriate to the new objectives;

(6) Selected scholars and teachers should be enlisted for the collaborative production of the textbooks and instructional materials necessary for the reoriented programs from junior high school on, and the ideas and services of the younger generation of classicists should be utilized in this cooperative endeavor. Such programs as the use of the classics in the education of the culturally deprived should also be considered;

(7) Aid and advice towards the accomplishment of these goals should be requested from local, regional and national classical associations, and financial help should be sought from them and from corporate, university, foundation, and federal sources;

(8) The American Classical League should direct itself to the achievement of the objectives here formulated, a preliminary step to which would be the setting up of a national office under an executive director with an adequate staff.

Members of the group: Professors Krauss (chairman), Hayden, Kovach (Recorder), Maurer, McNamara, Parker (English), Robathan, Robinson, Snowden, Sullivan (Recorder), Van Tassel.

GROUP II: CLASSICAL CURRICULA IN HIGH SCHOOL (INCLUDING GRADES 7 AND 8) AND IN COLLEGE AND THEIR PROPER ARTICULATION

Introduction

Out of the many traditionally accepted purposes for the study of the Classics, three are considered of prime importance as a basis for the recommendations that follow: the development of linguistic competence, the enlargement of intellectual and aesthetic experience, and an intimate awareness of the foundations of Western culture.

1. General Recommendations

The curriculum should be divided into five levels, labeled for convenience, I, II, III, IV, V. Level I may fall in the 7th and 8th grades, or in the 9th, with levels II, III, IV, and V (if offered) in successive years.

2. Specific Recommendations

a. Level I should be devoted to learning the basic structure and an elementary vocabulary of Latin, with the ultimate purpose of reading orally and translating with comprehension. Grammatical principles encountered should be linked with examples contributing to the ends stated above, and the whole should be an exciting intellectual experience. Substantial amounts of simplified Plautus or Terence should be included before the end of Level I.

b. Level II should increase and expand the student's linguistic competence and lead him through selected readings focused on one or more points of cultural or historical importance, such as heroes of mythology or of the Roman Republic, but also including supplementary material providing appropriate contrast and variety in style and theme.

c. Level III should stress materials emphasizing ethical and political issues such as those to be found in the last century of the Roman Republic. At this level a determined effort should be made to expand greatly the student's working vocabularly by systematic study of word formation.

d. Level IV should remain Vergil, taught as an enlargement of intellectual and aesthetic experience.

e. Level V should follow the materials of the Advanced Placement Program, with the recommended addition of an option in post-classical Latin.

3. Implementation of Recommendations

a. In conformity with the purposes and principles stated above, a research project in the formulation of a 4-level and 5-level curriculum should be drawn up and submitted to the Office of Education.

b. A similar project in Greek should be submitted to the Office of Education.

c. Another research project leading to the preparation of a series of ancillary pamphlets in Classics (similar to those published by the American Historical Association) should be drawn up and submitted to the Office of Education.

d. The American Classical League and the American Philological Association in the interim are urged to consider an immediate subvention to encourage initiation of such projects.

Members of the group: Professors Comfort (Chairman), Drake, Heller (Recorder), MacKendrick, Michael, Michels, Richards (Recorder), Rutledge, Stephens, Thompson (English), Urban.

GROUP III: INSTRUCTIONAL METHODS AND MEDIA

1. Introduction: Basic Premises

The primary immediate objective in the study and teaching of Latin, i.e. Latin literature, is development of the ability to read Latin as Latin. (The same principle applies equally to Greek). All instructional methods and media should be geared to the attainment of this objective.

2. Pupil competencies as goals

In development of the ability to read Latin as Latin, certain pupil competencies might be considered as goals of instruction. Workable definitions of these competencies would therefore be in order.

a. Hearing - listening to the sound of Latin as it is spoken or read

b. Speaking - oral reproduction of Latin words in conversation

c. Manipulation - giving a Latin response to a Latin stimulus

d. Reading - early stage: oral reproduction of Latin words from text;
later stage: silent comprehension of Latin words for content

e. Writing - early stage: reproduction of Latin words at dictation from teacher
later stage: composition, (i.e., translation from English into Latin as in f)

f. Translation - transfer of Latin into English or vice versa

g. Understanding what language is - knowledge of structure and of manner in which language works, morphologically and syntactically

h. Understanding what literature is - in early stage: appreciation of the sound of Latin in context; in later stage: function, analysis, and criticism of literature

i. Appreciation of Roman culture - comprehension of Roman civilization, history, and aesthetic developments

NOTA BENE: These competencies are interrelated and, except in the early stages, cannot be divorced from each other. Instructional methods, media, content and testing should be directed toward their simultaneous attainment. (Admittedly some of the working definitions presented above may need further refinement).

3. Attainment of goals

To develop the student's major skill-objectives (competencies) oral and written activities must be employed, separately and/or in combination.

a. Latin only: hearing or listening, speaking, manipulating, reading, writing (at dictation), some appreciation of Roman culture

b. English only: nature of language, literature, and culture

c. Latin and English: translation activities (2.f), other activities (2.g,h, and i)

4. Progression by levels

In attaining the various objectives leading up to the basic goal of reading Latin as Latin, the pupil proceeds in a series of steps designated as "levels." To provide flexibility, six levels seem desirable. Level I might begin in any academic grade from 7 to 12. If begun in grade 7, Level I might take from one to three years to complete; if begun in a later grade, levels I, II, and III might be completed in one academic year.

5. Graphic representation of pupil competencies and learning activities:

Latin (or Greek)

ORAL (Hearing)
( )
(Speaking)
( )
(Manipulation) LATIN
( ) TO
(Reading) LATIN
( )
(Writing)
( )
(Culture)

ORAL (1. Translation - Latin to English) LATIN
AND ( ) AND
WRITTEN (2. Translation - English to Latin) ENGLISH

(Culture)
( ) ENGLISH
(Understanding) ONLY
(1. of what language is)
( )
(2. of what literature is)

6. Suggested apportionment of total learning time at the various levels of instruction

Activity	Level I	Levels V and VI
Oral only	30 percent to 70 percent decreasing gradually to	ca. 10 percent

Activity	Level I	Levels V and VI
Oral and Written	20 percent to 60 percent decreasing gradually to	20 percent to 40
Written Only	ca. 10 percent increasing gradually to	50 percent to 70

7. Suggested apportionment of class time in terms of language used, at all levels

Latin only	20 percent to 60 percent
English only	ca. 20 percent
Latin and English	20 percent to 60 percent

8. Levels and course content

   a. Level I: basic structure of the language, including at least one-half of the verb system (to be determined by the teacher);

   b. Other levels: remaining structures will be completed in Level II. In Level II and succeeding levels, the control of structure and vocabulary will be reinforced and maintained by a variety of drills, exercises, and other teaching procedures.

9. Objective appraisal

It does not seem desirable to support, condone, or condem one method over another. In helping the pupil to achieve the competencies directed toward developing the ability to read Latin as Latin, the teacher should make use of a variety of texts, methods, and media. An eclectic approach is urged as being most effective.

10. Recommendation

It is recommended that a committee be appointed to explore and evaluate various methods and media for the study and teaching of the classics.

Members of the group: Madsen (Chairman), Ashley, Father Distler, Eddy (French), Jones (Recorder), Father Most, Seaman, Seittelman (Recorder), Sweet, Swedberg, Trapp.

GROUP IV: TEACHER EDUCATION

I. Five basic resolutions are presented to the effect that:

A. A committee of classicists, in consultation with appropriate agencies and institutions, establish a proficiency examination for the Certification of Latin Teachers.

B. Proficiency be ascertained by a series of examinations, the contents of which should be as follows:

1. A question to determine the teacher's ability to read and comprehend Latin prose and poetry at sight.*

2. A question to determine the teacher's ability to translate and interpret passages from a common core of standard classical works.*

3. A question to determine the student's knowledge of the history of Classical Roman Literature.*

4. A question to determine the student's knowledge of Roman History and Civilization.*

5. A question to determine a candidate's knowledge of methods and materials.

6. A question to determine a candidate's proficiency in any two of the following special fields:

   a. Classical Art and Archeology
   b. Classical Heritage
   c. Greek (elementary grammar and reading)
   d. Greek History and Civilization
   e. Latin Composition
   f. Linguistics
   g. Modern Languages

C. The professional preparation of the Latin teacher includes

1. a knowledge of the sources and uses of teaching materials;

2. the evaluation of various teaching methods, materials, and techniques;

3. instruction in lesson planning and test construction and scoring;

4. observation and student teaching.

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* The multiple choice type of question should not be used.)

D. Regional centers, travel-study programs, and other means of professional improvement be provided for teachers of Latin, and sources of support therefor be solicited.

E. The implementation of these recommendations and those of the Conference as a whole be commended to the American Classical League.

Members of this group are professors Forbes (Chairman), Atkins, Crabb, Sister Donelan, Gries, Henderson (Recorder), Kent, Korfmacher, Miller, Montgomery, Stillwell (Recorder).

B. Implications

For the first time since the Classical Investigation of 1924, except for sporadic ad hoc attempts, a national coordinated effort to evaluate the state of the classics is now underway. Since Latin is the third foreign language, in point of numbers, studied in high school (public and private), it plays a major role in secondary education. Its increased effectiveness for the education of youth will be a national asset. Well-taught and well-organized courses in the classical languages also include important elements of classical literature, English, history, law, philosophy, and government. Such studies, while enriching the cultural development of the students, will also form the essential core of courses in the arts and humanities that should be taught more and more in secondary schools throughout the country. They will also encourage capable young people to continue work in classics in college and thus, it is hoped, help to overcome the drastic shortage of teachers of the classics at all levels of our educational system.

The ideas and suggestions presented in this Report constitute only the first phase of a major campaign to strengthen the study and teaching of the classics in the United States. the campaign will proceed along the lines indicated in Section 4 by the papers dealing with the four main problems on which the Conference focused. Each of these problems is broad in scope but guidelines for attacking them are set forth in the papers themselves and in the "Conclusions" of the four Discussion Groups.

EPILOGUE

It is impossible to close this Report without expressing appreciation to the United States Office of Education for the grant that made this Planning Conference possible - the first under such auspices. Appreciation must also be expressed to Dr. Chester L. Neudling, Miss Esther Eaton, and Miss Mary Hayes for their generous and efficient help. And finally warm thanks are due to the scholars and teachers who came to Washington and Airlie during their vacation period to make this pioneer Conference a milestone in the history of the classics in this country.

10. APPENDICES

A. Participants and Their Affiliations

DIRECTOR

John F. Latimer, The George Washington University

SPEAKERS

Carolyn E. Bock, New Jersey State College
Gerald F. Else, University of Michigan
Margaret M. Forbes, University of Minnesota
Austin M. Lashbrook, University of Kansas

CONSULTANTS

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Franklin B. Krauss, The Pennsylvania State University
Henry C. Montgomery, Miami University
William Riley Parker, Indiana University (English)
William M. Seaman, The Michigan State University

PARTICIPANTS

Samuel Atkins, Princeton University
Clara Ashley, Newton South High School
Howard Comfort, Haverford College
Irene Crabb, Evanston, Illinois
Father Paul Dietler SJ, St. Louis University High School
Sister M. Bede Donelan, College of Saint Teresa
Gertrude Drake, Edwardsville, Illinois
Frederick D. Eddy, Georgetown University (French)
Clarence A. Forbes, The Ohio State University
Konrad Gries, Queens College
Father Hilary Hayden O.S.B., St. Anselm's Abbey School
John Heller, University of Illinois
W. Robert Jones, The Ohio State University
John H. Kent, The University of Vermont
William Korfmacher, St. Louis University
Edith Kovach, University of Detroit
John F. Latimer, The George Washington University
Paul MacKendrick, University of Wisconsin
Joan Madsen, Oak Park and River Forest High School, Illinois
Joseph A. Maurer, Lehigh University
Marian McNamara, Henry M. Gunn High School, California
Edward Michael, Indiana University
Agnes Michels, Bryn Mawr College
Rhea Miller, Albuquerque High School
Father William G. Most, Loras College
Glenda G. Richards, Princeton High School
Dorothy M. Robathan, Wellesley College

Edward Robinson, Rutgers, The State University
Harry C. Rutledge, University of Georgia
Elizabeth E. Seittelman, Bronx Community College
Frank M. Snowden, Jr., Howard University
Wade C. Stephens, Lawrenceville School, New Jersey
June Stillwell, Clarence Central High School, New York
John P. Sullivan, University of Texas
Helen Swedberg, Denver High School
Waldo E. Sweet, University of Michigan
Craig Thompson, Haverford College (English)
Richard L. Trapp, University of Southern California
Richard T. Urban, St. John Fischer College
Ethel Van Tassel, Liberty Union High School, California

OFFICE OF EDUCATION

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Mary Hayes
Chester L. Neudling

B. Steering Committee

Clara Ashley, Newtonville High School, Massachusetts
Samuel D. Atkins, Princeton University, Princeton
Gerald F. Else, The University of Michigan, Ann Arbor
Father Hilary Hayden, St. Anselm's Abbey, Washington, D.C.
Marian McNamara, Henry M. Gunn High School, Palo Alto, California
Rhea Miller, Albuquerque High School, New Mexico
Richard T. Urban, St. John Fisher College, Rochester, N.Y.

C. Group Committees

From "nominations" made by Conference participants four special committees have been set up. Each committee will deal with matters related to one of the problems and objectives set forth in Sections 4 and 5A of the main body of this Final Report.

Group I. Role Committee

Edith Kovach, Chairman, the University of Detroit
Lloyd Daly, University of Pennsylvania, Philadelphia
Francis Hodous, Woodrow Wilson High School, Tacoma, Washington
Lois Larson, York Community High School, Illinois
Father Leo McCauley, Boston College
Henry Phillips, Phillips Exeter Academy, New Hampshire
Edward Robinson, Rutgers, The State University
Richard Scanlan, Edina High School, Edina, Minnesota
Frank Snowden, Howard University, Washington, D.C.
Zeph Stewart, Harvard University
John Sullivan, University of Texas, Austin
Ethel Van Tassel, Liberty Union High School, Brentwood, Calif.

Group II. Curriculum Committee

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Father Distler, St. Louis University High School, Missouri
Norman A. Duengas, Dartmouth College, Hanover, New Hampshire
Gertrude Drake, Edwardsville, Illinois
Richard Eichner, U.S.A.F., Active Duty
Van Johnson, Tufts University, Medford, Massachusetts
Philip Levine, University of California at Los Angeles
Agnes Michels, Bryn Mawr College, Pennsylvania
Evelyn Patterson, New Trier High School, Illinois
Wade C. Stephens, Lawrenceville School, New Jersey
J. Appleton Thayer, S. Norwalk, Connecticut
Paloma White, High School, Yuma, Arizona

Group III. Methods Committee

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Grace Crawford, University of Connecticut High School, Storrs
Samuel Goldberg, Hicksville High School, New York
John F. Gummere, William Penn Charter School, Philadelphia
W. Robert Jones, Ohio State University, Columbus
Father Hoet, Loras College, Dubique
Norman Pratt, Indiana University
William Ridington, Western Maryland College, Westminister
Marigwen Schumacher, Emma Willard School, Troy, New York
Helen Swedberg, Manual High School, Denver, Colorado
Waldo Sweet, University of Michigan
Richard L. Trapp, University of Southern California

Group IV. Teacher Committee

June Stillwell, Chairman, Clarence High School, New York
Grace Beede, University of South Dakota, Vermillion
Carolyn Bock, Montclair State College, New Jersey
Sister M. Bede Donelan, St. Teresa College, Minnesota
Howard Easton, Phillips Exeter Academy, New Hampshire
Gertrude Ewing, Indiana State College
Clarence A. Forbes, Ohio State University
Konrad Gries, Queens College, Flushing, New York
Charles Henderson, Smith College
Eileen Johnson, High School, Anderson, Indiana
William Korfmacher, St. Louis University
John Williams, Goucher College, Towson, Maryland

D. Editorial Committee

Charles Henderson, Jr., Smith College
John F. Latimer, The George Washington University
William M. Seaman, Michigan State University

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